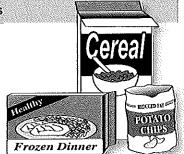


Food Advertising Influences

Student Learning Objectives: National Health Standards	1
Describe strategies used to advertise food products. Influences	
Analyze food advertising. Influences	

Lesson Synopsis

Recall favorite food advertisements from television, magazines and store displays. Describe techniques used to make food look appealing and advertising strategies. Analyze food advertisements individually and in small groups before sharing ideas with the class. Categorize by nutritional value popular foods that are advertised to children and encourage selection of foods for their health value, not for their advertising.



Activity	Time in Minutes	Materials Needed	
Introduction	7	 Health Education Materials Poster Set: "MyPlate: Healthy Food Choices," Michigan Model for Health Clearinghouse Supplied by the Teacher Computer with Internet access (Extension Activity) 	
Teacher Input	13	Supplied by the Teacher Advertisements for foods Food packages from foods students like to eat Recorded commercials for foods children like to eat (Suggestion) Computer with Internet access LCD projector and screen or computer monitor	
Application or Skill Practice	20	Teacher Manual Resources • Student Worksheet: "Truth or Trick" • Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Food Advertising Influences" Supplied by the Teacher • Advertisements for foods • Food packages from foods students like to eat • Computer with Internet access (Extension Activity) • Pencils or pens	
Closure	5	• None	
TOTAL	45		

Preparation

Prior to the Lesson:

- Decide if you want to assess student skill development. A rubric, "Assessment Rubric for Skill Development: Food Advertising Influences," is provided for you to use at the end of this lesson.
- Ask students to help you collect print advertisements for foods and beverages from magazines, including some that show photos of food.
- Ask students to help you collect food packages from popular foods they eat.
- Record some commercials that advertise foods to children. (Suggestion)

For Introduction:

Display the poster, "Fill Your Plate," and have the food group pieces handy.

For Teacher Input:

· Set up the LCD projector or computer monitor for showing the food photo website.

For Application or Skill Practice:

- · Be prepared with enough print advertisements for foods and beverages and food packages for each student to have one.
- Decide how to form small groups of three.
- Duplicate the student worksheet, "Truth or Trick," for each student.

LESSON PROCEDURE

Introduction: Identify various forms of food advertising.

Approximately 7 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Review the simple way to eat all the food groups in the	Draw a large circle on the board or use the "Fill Your Plate" poster.	
correct proportions, Display the poster, "Fill Your Plate," and use the food group	Show me a "thumbs up" if you remember a simple way to choose food from all the food groups so that you eat the right amounts at each meal.	
puzzle pieces as reinforcement.	Call on students to explain how to fill a plate to get foods in the correct proportions. Fill the plate on the board as students explain:	
	 Half the plate should be fruits and vegetables. The other half should be three quarters grains. The last one quarter of the second half should be protein foods. 	
	Add a cup of low-fat milk or yogurt, representing the dairy group and you have a balanced meal.	

Identify a variety of food advertisements.	Advertisers want to help us decide how to fill our plates.	
	If you can remember a television commercial for a food, stand up.	
	Call on standing students to briefly name their favorite food commercial. Tell them to sit down once they have named their commercial.	
	List the foods named by the students on the board.	
	If you can remember a food advertisement in a magazine or newspaper, stand up.	
	Call on standing students to briefly name their favorite food advertisement. Tell them to sit down once they have named their advertisement.	
	Add the foods named by the students to the list on the board.	
	If you have seen a really neat food package in a grocery store, stand up.	
	Call on standing students to briefly name their favorite food package. Tell them to sit down once they have named their package.	
	Add the foods named by the students to the list on the board.	- 10000
Discuss the purpose of advertising.	If you have ever bought one of these foods, or asked your family to buy one of these foods, clap your hands.	Have students do
	Why do you think advertisers pay to put their commercials on television, their ads in magazines, and their packages in grocery stores?	internet research to find out how much food companies pay for their advertising.
	Answer: They want people to buy their products.	<u> </u>
Introduce the topic of the lesson.	Today we will explore the strategies advertisers use to get us to buy their food products.	

Teacher Input: Describe strategies used to advertise food products.

Approximately 13 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Describe techniques advertisers use to make food look	Hold up a few advertisements or food packages that show photos of food.	
appealing.	Project the photos of food displayed on the website www.paragonlight.com/food.html.	Find more information about food advertising tricks online.
	If your food always looks this good, nod your head. If it doesn't usually look this good, shake your head.	http://pbskids.org/dontbuyit/

Raise your hand if you have ever heard of a food stylist. What do you think a food stylist does?

Answer: A food stylist prepares food to be photographed for advertisements.

Food stylists use all sorts of tricks to make food look delicious:

- Oil is put on fruits, vegetables, and lobsters to make them shine.
- Hamburgers are propped up with toothpicks.
- Plastic is used for ice cubes.
- Lard is used instead of ice cream so it doesn't melt.
- Meat is scorched with a blowtorch.
- Tobacco smoke is used to look like steam for hot foods.
- Hairspray is used to keep foods in place.

The goal is to get you to want to eat their food.

Describe strategies used in printed food advertisements.

Hold up a magazine advertisement for a food or beverage that is marketed to children.

Who do you think this advertisement is trying to get to buy their food (or beverage)?

Answer: children

How do they try to influence you to buy their product?

Answers: They make the food (or beverage) look like it tastes good. They show young people looking happy and having fun. They use famous people or cartoon characters liked by children. They include free toys or coupons with the product. They use bright colors and appealing slogans. They state that the food is easy to get and ready to eat.

Describe strategies used in television advertising.

Ask students to describe television commercials for foods and beverages that are marketed to children or show recorded television commercials.

Who do you think these commercials are trying to get to buy their products?

Answer: children

How do they try to influence you to buy their product?

Answers: They show attractive young people in the commercial. They use fun music. They make the food (or beverage) look like it tastes good. They show young people looking happy and having fun. They use famous people or cartoon characters liked by children. They offer free toys or coupons with the product. They use bright colors and appealing slogans.



Have students bring in their favorite food and beverage ads. Use these ads in this segment of the lesson.



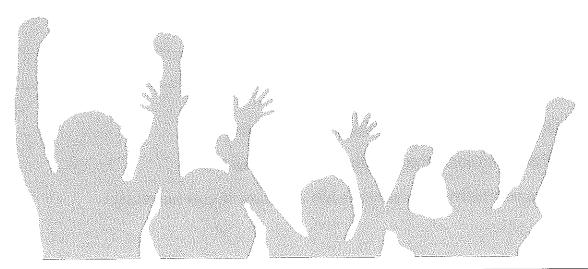
Record food commercials from television and show them to students to demonstrate how they try to influence food choices.

Describe strategies Show the food packages from popular foods eaten by your used in product students. packaging. Have students bring Who do you think these packages appeal to? in packages of food to examine for ways Answer: children the package promotes purchasing the food or How do they try to influence you to buy their product? beverage. Answers: Packages are colorful, with appealing slogans. They have pictures of kids, animals, or cartoon characters. They are easy to open. They claim health benefits. They state that the food is easy to get and ready to eat. Another way advertisers try to get you to buy their foods and Describe strategies beverages is how they display them in the grocery store. used in grocery Take a walk to a store displays. Think about the last time you went to a grocery store. neighborhood store to look at the placement Where did you see a lot of candy displayed? Where were of foods and beverages sugary cereals displayed? that are marketed to Call on students to share their ideas. Summarize with these children. points: Candy is often displayed in the checkout line where children have to look at it while they wait in line. Sugary cereal is placed on the shelf that is at the eye level of most children. Whole grain cereals are placed on higher shelves. Commercials and print advertisements are designed to get Discuss whether or not a person you to buy something. They want to trick you into thinking Find more activities online should make food that, if you buy what they are advertising, you will be to teach media literacy. attractive, be happy and have fun, too. choices based on advertisements. http://pbskids.org/dontbuyit/teachersguide/foodadvertising.html Some advertisements on television, in magazines, or in the grocery store give you accurate information. Others trick you by giving you only part of the information. Provide a couple negative examples: Fruit roll-ups actually contain very little fruit and are mostly sugar. Soft drink commercials do not mention that the beverage does not contain nutrients the body needs for growth and health. Provide a positive example: Oatmeal and shredded wheat cereal commercials inform viewers about health benefits of eating the whole grain and fiber in their cereal. If you are tempted to ask for a food you see advertised, what could you do to be sure it is a healthy food choice? Answers: Ask a parent, caregiver, or other trusted adult if it is a healthy choice. See if the food is in one of the food groups. Ask a parent, caregiver, or other trusted adult to read the food label to see if it is a healthy choice.

		ripproximately 20 minutes
Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Analyze food advertisements and packages individually using the student worksheet, "Truth or Trick."	Distribute an advertisement or food package and a worksheet to each student. Have each student complete the worksheet by recording: The name of the food. How the advertisement or package tries to get a person to buy the food or beverage. What the advertisement tells a person about the food or beverage. What the advertisement doesn't tell that a person should know before buying the food or beverage. A rating for the advertisement on whether or not it is truthful about the food. Circulate and assist students in identifying the strategies used by the advertisers.	Use the rubric provided at the end of the lesson if you want to assess students' skill development. Have students work in groups of three to help one another complete the worksheet. Then, have them find a partner with a different advertisement or package and share what they learned. If you use this option, you would omit the next step.
Analyze food advertisements and packages in small groups.	Divide students into groups of three. Have students take their advertisement, food package and worksheet with them. Have each student share his or her recorded ideas with the other members of the small group. After each student shares, invite the other members of the small group to add their ideas.	
Analyze a sampling of advertisements and packages in the large group.	Invite two or three students to share their advertisement or package and their analysis with the large group.	Have students design their own cereal box online. Go to "Don't Buy It" and click on advertising tricks. http://pbskids.org

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Summarize food advertising and its influence on food choices.	Point to the list of foods students identified during the Introduction. Let's review our list of foods. You told me that these are the foods advertised in your favorite ads. Which of the foods on this list are healthy choices if we want to make smart food choices from the food groups? Place stars by the foods that are nutrient-rich members of the food groups. There aren't many foods in our favorite ads that are smart food choices. A recent study found that the foods advertised on television tend to lack calcium, fiber, and vitamins C and E. They tend to have too much salt (sodium), fat, and cholesterol.* It is important to know the strategies advertisers use so that	As students review the foods advertised in their favorite ads, note the characteristics of the foods. For example, sugared cereal is in the grain group, but it is not whole grain, and it contains a lot of sugar.
Introduce the next lesson.	you choose foods and beverages that help you stay healthy, not the ones with the best advertising. In our next health lesson, we will learn about more health habits: physical activity, rest and sleep.	

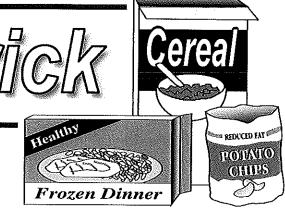
^{* &}quot;Selling Obesity: The Nutrient Content of Televised Food Advertisements," by Michael D. Mink, University of South Carolina, presented at the American Public Health Association on Nov. 8, 2004.





Name	

ruth or Tric



The name of my food is:
The advertisement or package tries to get people to buy the food by:
The advertisement or package gives the following information about the food:
The advertisement or package doesn't tell people the following information about the food:
I think this advertisement or package tells mostly the truth.
I think this advertisement or package uses too many tricks.
I think this advertisement or package has a mixture of truth and tricks.



Assessment Rubric for Skill Development: Food Advertising Influences

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

Elements	1	2	3	Comments
Advertising Strategy	The advertising strategy was not identified.	The advertising strategy was identified but not correctly or, if correct, not fully described.	The advertising strategy was identified and fully described.	
Food Information on the Advertisement	Information provided by the advertisement about the food was not identified.	Some information provided by the advertisement about the food was identified.	Information provided by the advertisement about the food was identified and was fully described.	
Food Information Not on the Advertisement	Information not provided by the advertisement about the food was not identified.	Some information not provided by the advertisement about the food was identified.	Information not provided by the advertisement about the food was identified and was fully described.	

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